



**Virtual Campus – Spring 2009
Feb 23, 2009 – May 16, 2009**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

**EDAD 5337 VC01
APPLICATIONS OF ADMINISTRATIVE CONCEPTS**

This is an Internet Based Class
There are no meeting dates
Internet/Classroom - Website: virtualcampus.wbu.edu

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Catalog Description: Use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge in the solution of practical problems; time management techniques for administrators; conflict management strategies; and school and principal effectiveness.

Credit Hours: 3

Prerequisite: Graduate standing.

Required textbooks and materials:

1. Dunklee, D.R. (1999) You Sound Taller on the Telephone: A Practitioner's View of the Principalship. Thousand Oaks, CA: Corwin Press, Inc.
2. Access to the internet on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion board. All class materials are distributed online (lecture notes). All assignments are located online (assignments). All assignments will be collected via the digital dropbox or the discussion board.
3. Access to WBU Learning Resources www.wbu.edu/lrc

Suggested ancillary materials: American Psychological Association. (2005). Concise rules of APA style. Washington, DC: Author

Course outcome competencies: In fulfilling the role of a campus administrator, the school administrator must know how to act with integrity, fairness, and in an ethical and legal manner in multiple areas. Specifically, this course is designed to address these competencies:

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

- Learning goals in a pluralistic society
- The principles of developing and implementing strategic plans
- Information sources, data collection, and data analysis strategies
- Effective communication
- Effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- The educability to all
- A school vision of high standards of learning
- Continuous school improvement
- The inclusion of all members of the school community
- Ensuring that students have the knowledge, skills and values needed to become successful adults
- A willingness to continuously examine one's own assumptions, beliefs, and practices
- Doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- The vision and mission of the school are effectively communicated to staff, parents, students and community members
- An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- Assessment data related to student learning are used to develop the school vision and goals

- The core beliefs of the school vision are modeled for all stakeholders
- The vision is developed with and among stakeholders
- Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- Barriers to achieving the vision are identified, clarified and addressed
- The contributions of school community members to the realization of the vision are recognized and celebrated
- Progress toward the vision and mission is communicated to all stakeholders
- The school community is involved in school improvement efforts
- The vision shapes the educational programs, plans and actions
- Needed resources are sought and obtained to support the implementation of the school mission and goals
- Existing resources are used in support of the school vision and goals
- The vision, mission, and implementation plans are regularly monitored, evaluated and revised.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- Student growth and development
- Diversity and its meaning for educational programs
- Applied learning theories
- Adult learning and professional development models
- Applied motivational theories
- The change process for systems, organizations and individuals
- Curriculum design, implementation, evaluation, and refinement
- The role of technology in promoting growth
- Principles of effective instruction
- School cultures
- Measurement, evaluation and assessment strategies

Dispositions

The administrator believes in, values, and is committed to:

- Student learning as the fundamental purpose of schooling
- The proposition that all students can learn
- The variety of ways in which students can learn
- Life long learning for self and others
- The benefits that diversity brings to the school community
- A safe and supportive learning environment

- Preparing students to be contributing members of society
- Professional development as an integral part of school improvement

Performances

The administrator facilitates processes and engages in activities ensuring that:

- All individuals are treated with fairness, dignity and respect
- The school is organized and aligned for success
- Professional development promotes a focus on student learning consistent with the school vision and goals
- Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- Students and staff feel valued and important
- Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- The responsibilities and contributions of each individual are acknowledged
- The school culture and climate are assessed on a regular basis
- Barriers to student learning are identified, clarified and addressed
- A variety of sources of information is used to make decisions
- Diversity is considered in developing learning experiences
- Student learning is assessed using a variety of techniques
- Lifelong learning is encouraged and modeled
- Multiple sources of information regarding performance are used by staff and students
- There is a culture of high expectations for self, student, and staff performance
- Technologies are used in teaching and learning
- A variety of supervisory and evaluation models is employed
- Pupil personnel programs are developed to meet the needs of students and their families
- Student and staff accomplishments are recognized and celebrated
- Multiple opportunities to learn are available to all students.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- Theories and models of organizations and the principles of organizational development

- Principles and issues relating to fiscal operations of school management
- Operational procedures at the school and district level
- Principles and issues relating to school facilities and use of space
- Principles and issues relating to school safety and security
- Legal issues impacting school operations
- Human resources management and development
- Current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- Making management decisions to enhance learning and teaching
- High-quality standards, expectations, and performances
- Taking risks to improve schools
- Involving stakeholders in management processes
- Trusting people and their judgments
- A safe environment
- Accepting responsibility

Performances

The administrator facilitates processes and engages in activities ensuring that:

- Knowledge of learning, teaching and student development is used to inform management decisions
- Organizational systems are regularly monitored and modified as needed
- Operational procedures are designed and managed to maximize opportunities for successful learning
- Stakeholders are involved in decisions affecting schools
- Emerging trends are recognized, studied, and applied as appropriate
- Responsibility is shared to maximize ownership and accountability
- Operational plans and procedures to achieve the vision and goals of the school are in place
- Effective problem-framing and problem-solving skills are used
- Collective bargaining and other contractual agreements related to the school are effectively managed
- Effective conflict resolution skills are used
- The school plant, equipment, and support systems operate safely, efficiently, and effectively
- Effective group-process and consensus building skills are used
- Time is managed to maximize attainment of organizational goals
- Effective communication skills are used
- Potential problems and opportunities are identified
- There is effective use of technology to manage school operations
- Problems are confronted and resolved in a timely manner

- Fiscal resources of the school are managed responsibly, efficiently, and effectively
- Financial, human, and material resources are aligned to the goals of schools
- A safe, clean, and aesthetically pleasing school environment is created and maintained
- The school acts entrepreneurially to support continuous improvement
- Human resources functions support the attainment of school goals
- Confidentiality and privacy of school records are maintained.

Course topic outline:

- Instructional Management
- School/Organization Morale
- School/Organization Improvement
- Personnel Management
- Management of Administrative, Fiscal, Facilities Functions and Student Performance
- Student Management
- School Community Relations
- Professional Growth and Development

Course evaluation and requirements:

Successful completion of the following:

- Conduct a mock faculty meeting on one of the topics in this course. If possible, conduct a faculty meeting with teachers in your school building.
- Present administrative information from a book on administrative concepts – power point presentation which will be posted on Blackboard for discussion.
- Develop a useful product (checklist, form, letter, calendar, etc.) to share with class.
- Compile a webliography (a listing and brief description of five websites for each administrative domain.)
- Conduct two principal interviews. One interview must be with a principal who has less than three year's experience, and the other interview must be with a principal with more than eight year's experience.
- Participation in weekly discussion topics. Develop and lead designated discussion forums.
- Lead and participate in book discussion activities.
- Complete the Review test for the Principal Exam available online

ALL LATE ASSIGNMENTS WILL RECEIVE A 10% GRADE DEDUCTION. Assignments will not be accepted after one week beyond the assigned date.

University grading system:

- A: 90 – 100
- B: 80 – 89

C: 70 – 79

D: 60 – 69

F: Below 60

Cr: For Credit

NCR: No Credit

I: Incomplete*

IP: In Progress

X: No Grade Given

W: Withdrawal

WP: Withdrawal Passing

WF: Withdrawal Failing

A grade of "CR" indicates that credit in semester hours was granted but no grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Attendance policy: This is a Virtual Campus course. There are no physical class meetings; however, there will be weekly online class meetings through the University's Virtual Campus website.

Policy toward persons with disabilities: It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

Academic honesty: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism and shall be dealt with according to University policy.

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Course Calendar
Spring 2009

Assignments/activities must be submitted by Sunday @ 5:00 pm each week. Late submissions will receive a 10% grade deduction.

Date	Topic	Assignments and Instructions
Week 1 Feb 23		<ul style="list-style-type: none"> ◆ Introductions – discussion posting ◆ Week 1 Online Discussion ◆ Textbook pages <i>xii – xvi</i> ◆ http://www.tea.state.tx.us/tea/link.html
Week 2 March 9	Instructional Management	<ul style="list-style-type: none"> ◆ Textbook pages 1 -28 ◆ Discussion posting ◆ Week 2 Online Discussion – Leader: (to be assigned each week)
Spring Break – March 16 th – 20 th		
Week 3 March 16	School/ Organization Morale	<ul style="list-style-type: none"> ◆ Textbook pages 29 – 54 ◆ Discussion posting ◆ Week 3 Online Discussion – Leader: _____ ◆ Due: School-based project permission form
Week 4 March 23	School/ Organization Improvement	<ul style="list-style-type: none"> ◆ Textbook pages 54 – 74 ◆ Discussion posting ◆ Week 4 Online Discussion – Leader: _____ ◆ Due: Principal interviews ◆ Due: School-based project permission form
Week 5 March 30	School/ Organization Improvement Personnel Management	<ul style="list-style-type: none"> ◆ Textbook pages 74 – 116 ◆ Discussion posting ◆ Week 5 Online Discussion – Leader: _____
Week 6 April 6	Management of Admin., Fiscal, Facilities Functions	<ul style="list-style-type: none"> ◆ Textbook pages 117 – 129 ◆ Discussion posting ◆ Week 6 Online Discussion – Leader: _____
Week 7 April 13	Student Performance	<ul style="list-style-type: none"> ◆ Textbook pages 129 – 178 ◆ Discussion posting ◆ Week 7 Online Discussion – Leader: _____ ◆ Due: Webliography due
Week 8 April 20	Student Management	<ul style="list-style-type: none"> ◆ Textbook pages 179 – 201 ◆ Discussion posting ◆ Week 8 Online Discussion – Leader: _____ ◆ Due: School-based project
Week 9	School Community	<ul style="list-style-type: none"> ◆ Textbook pages 201 – 230 ◆ Discussion posting

April 27	Relations	<ul style="list-style-type: none"> ◆ Week 9 Online Discussion – Leader: _____ ◆ Due: Useful product
Week 10 May 4	Professional Growth and Development	<ul style="list-style-type: none"> ◆ Textbook pages 231 – 264 ◆ Discussion posting ◆ Week 10 Online Discussion – Leader: _____ ◆ Due: Administrative book information due
◆ Syllabus and calendar subject to change at the instructor's discretion.		

Suggested Books (presentations due on date the principle domain is discussed in class)		
Instructional Management	Student Performance	Professional Growth and Development
	Danielson, C. & McGreal, T. (2000). <u>Teacher evaluation to enhance professional practice.</u> Alexandria: Educational Testing Service.	Dunklee, D. & Shoop, R. (2002). <u>The principal's quick-reference guide to school law.</u> Thousand Oaks: Corwin Press, Inc. Fullan, M. (1993). <u>Change forces: Probing the depths of educational reform.</u> London: Falmer Press.
School/ Organizational Morale	Personnel Management	Student Management
Deal, T. E. & Peterson, K.D. (1991). The principal's role in shaping school culture. U.S. Department of Education Office of Educational Research and Improvement. Deal, T. E. &	Kemerer, F. & Crain, J. (1999). <u>The documentation handbook: Appraisal, nonrenewal and termination.</u> Texas Administrators' Legal Digest.	Walsh, Anderson, Underwood, Schulze & Aldridge (1997). <u>The legal handbook for Texas School Administrators.</u> San Antonio: Omni Publishers, Inc.

<p>Peterson, K.D. (1999). <u>Shaping school culture: The heart of leadership</u>. San Francisco: Jossey-Bass Publishers.</p>		
<p>School/ Organizational Improvement</p>	<p>Management Of Administrative, Fiscal, and Facilities Functions</p> <p>Walsh, Anderson, Underwood, Schulze & Aldridge (1997). <u>The legal handbook for Texas School Administrators</u>. San Antonio: Omni Publishers, Inc.</p>	<p>School Community Relations</p> <p>Lambert, L. (1998). <u>Building leadership capacity in schools</u>. Alexandria: ASCD.</p> <p>Fullan, M.G. & Hargreaves, A. (1991). <u>What's worth fighting for? Working together for your school</u>. Toronto: Ontario Public School Teachers' Federation.</p>

Mock Faculty Meeting
(30 – 40 minutes)

Topic	Student:	Student:
Instructional Issue	_____	_____
School Improvement	_____	_____
Personnel Issue	_____	_____
Administrative, Fiscal or Facilities Issue	_____	_____
Student Performance Issue	_____	_____
Student Management Issue	_____	_____
School/Community Relations Issue	_____	_____
Professional Growth and Development Issue	_____	_____